



Curriculum Planner

Term: Summer 1 2025

Year: 4

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Forgiveness	Individual Liberty

<p style="text-align: center;">Dream big High academic ambition High expectations Career aspirations The world is your oyster!</p>	<p style="text-align: center;">Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment</p>	<p style="text-align: center;">Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships</p>
<ul style="list-style-type: none"> Vocabulary focus linked to: Science: States of Matter RE: Hinduism History: Anglo-Saxons and Vikings Class reads: My Brother is a Superhero by David Solomons The Great Elephant Chase by Gillian Cross Young Leaders' Award: Community Project. Exploration of subject based career opportunities through discussion. Global learning: Weekly 'Newsround' and 'Picture News' discussions. School Council and Collective Worship Council. Class Reading incentive. PSHE: Leadership, Teamwork and Community. Language of the moment. 	<ul style="list-style-type: none"> Forgiveness: Collective worship focus. Class collective worship book. Range of visitors from different Christian faith groups Class reflection area. Visits to the Peace Garden. Cultural capital: Hinduism Workshop with Sunita. Young Leaders' Award: Community Project. 	<ul style="list-style-type: none"> PSHE: Leadership, Teamwork and Community Understanding the benefits of daily exercise through the Golden Mile. Using the Calm Corner and other mindful strategies to develop our emotional regulation. Using the thoughts and feelings box in the classroom as reflection. PE – swimming and athletics.

English

Anchor Text: Dangle by Literacy Shed.

Reading

Vocabulary:

Root words, prefixes and suffixes to help understand the meaning of new vocabulary.

Use a dictionary to check the meaning of new vocabulary.

Discuss why certain words and phrases capture the readers' imagination.

Retrieval:

Use a range of different non-fiction text features to help retrieve information from a text, and choose a simple way in which they could record the information they have discovered.

Prediction:

Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction.

Writing:

- Identify purpose, audience and genre of narrative texts.
- Identify features of narrative texts.
- Find features of narrative texts from a success criteria.
- Evaluate effectiveness of narratives.
- Understand and consistently use appropriate tense (past progressive tense).

Spelling, Punctuation and Grammar

- Past progressive tense and third person
- Conjunctions e.g. therefore, however
- Appropriate choice of pronoun to aid cohesion
- Fronted adverbials and commas
- Determiners
- Possessive apostrophes
- Powerful verbs
- Punctuation – full stops, capital letters, question marks, exclamation marks

Mathematics

Number: Decimals

- Make a whole with tenths and hundredths
- Partition decimals
- Compare and order decimals
- Round to the nearest whole number
- Halves and quarters as decimals

Measurement: Money

- Pounds and pence
- Ordering and estimating money
- Adding and subtracting money
- Using the four operations with money

Measurement: Time

- Time to 5 minutes
- Time to the minute
- 24 hour clock
- Hours, minutes and seconds
- Years, months and days
- Analogue to digital – 12 and 24 hour

Statistics

- Interpret charts
- Comparison, sum and difference problems
- Line graphs

Spaced Learning: Consolidation of previously taught Y4 skills.

Science

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working scientifically:

- Grouping and classifying a variety of different materials.
- Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).
- Research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.
- Observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line.

<p style="text-align: center;"><u>Religion and World views</u></p> <p style="text-align: center;"><u>Hinduism</u></p> <p><u>How do people express their religion and beliefs?</u></p> <ul style="list-style-type: none"> • Understand that worship is important to Hindus and can be done in the home or mandir. • Understand that worship can be both personal and collective. • Understand importance of artefacts linked to worship. • Explain the importance of three Hindu festivals and how they build a sense of community. • Understand the importance of Roksha Bandan. • Understand why Hindus go on pilgrimage. 	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;"><u>Anglo-Saxons and Vikings</u></p> <ul style="list-style-type: none"> • Understand and describe when and why the Anglo-Saxons invaded Britain. • Understand what life was like in a typical Anglo-Saxon Village. • Investigate the Sutton Hoo Mystery. • Explain when the Vikings invaded and describe their key beliefs. • Discuss the Role of King Alfred and King Athelstan during the Viking period. • Describe Edward the Confessors reign in England. 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;"><u>4SC: Athletics</u></p> <ul style="list-style-type: none"> • Investigate ways of performing running, jumping and throwing activities. • Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. • Compete against self and others developing simple technique. • Work collaboratively and individually to help improve self and others. <p style="text-align: center;"><u>4KC: Swimming</u></p>
<p style="text-align: center;"><u>D & T</u></p> <p style="text-align: center;"><u>Nutrition</u></p> <ul style="list-style-type: none"> • Understand where a variety of food comes from. • Use appropriate equipment to weight and measure ingredients. • Prepare a simple dish safely and hygienically. • Use a range of simple food preparation techniques. • Know that a healthy diet is made up from a variety of food groups. • Know that to be healthy, food is needed to provide energy for the body. <p><u>TasteEd:</u></p> <ul style="list-style-type: none"> • See: Blind Tasting Peppers • Touch: Texture of an Apple • Hear: The Language of Food • Smell: Ripe, Unripe and Overripe • Taste: Couscous Salad 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>The Beatles (Blackbird)</u></p> <ul style="list-style-type: none"> • Pop Music. • To talk about style indicators of a song, musical dimensions and instruments heard. • Confidently identify and move to the pulse. • To talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • To use musical words in discussions. 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p style="text-align: center;"><u>Young Leaders' Award</u></p> <ul style="list-style-type: none"> • Explore leaders who have had a positive impact on the world through their faith and leadership. • To apply leadership skills to our own lives and to make changes in our world. • Identify needs in our local community. • Research and explore charities that are leading change nationally. • Explore issues of justice across the world. • Design and run a class community project.
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p style="text-align: center;"><u>Artificial Intelligence (Unit 4.10)</u></p> <ul style="list-style-type: none"> • Understand what Artificial Intelligence is. • Learn how Artificial Intelligence can help us. • Understand the future of Artificial Intelligence. • See Artificial Intelligence in action. 	<p style="text-align: center;"><u>SMSC</u></p> <p><u>Social:</u> Establish rules for creating a positive learning environment. PSHE Circle Time: recognising support structures and who to talk to if we have a worry. Young Leaders' Award: Working with peers to make a positive change.</p> <p><u>Moral:</u> Exploring narratives with a consequence – understanding that all our actions have consequences. Young Leaders' Award: Understanding that we have a moral responsibility to our local/national/global community and ourselves.</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <p style="text-align: center;"><u>French: En Classe (In the Classroom)</u></p> <ul style="list-style-type: none"> • Recognise and repeat from memory simple classroom objects and use the correct gender. • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise. • Understand how to use the negative in French.

	<p>Spiritual: Developing coping strategies for when we have worries and anxieties. Exploring emotions through performance poetry. Actively engaging in a Hinduism workshop.</p>	
	<p>Cultural: PSHE: Understand that civil partnerships and marriage are examples of stable, loving relationships. Young Leaders' Award: Working within the local community to create positive change.</p>	

<p><u>Parental engagement:</u> Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading. Photographs will be put on the school website and Facebook to keep parents informed about their children's learning.</p>	<p><u>Visits and visitors:</u> Young Leaders' Award Community Projects – Dates TBC Hinduism Workshop with Sunita – Date TBC</p>
<p><u>Cultural Capital:</u> Daily Class reader to develop global knowledge Peace Garden available for reflection time at playtimes. Participating in Hinduism Workshop and Young Leaders' Community Project. Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.</p>	<p><u>Global Learning:</u> First News comprehension activities and reading the articles/newspapers. Weekly 'Newsround' and 'Picture News' discussions. Language of the Moment during registration. Reading a range of books linked to different global themes. Class reader book linked to global knowledge: Changes as we grow older.</p>
<p><u>Caring for the environment and each other:</u> Litter Pick both inside of school. Young Leaders' Award Community Project.</p>	<p><u>Use of Artificial Intelligence</u> WAGOLLS for English. Religion and World Views – virtual tour of Mandir. History – Google Earth to look at Holy Island and other Anglo Saxon remains. Computing unit on Artificial Intelligence.</p>
<p><u>Outdoor Learning:</u> Maths - Part whole models laminated – WAGOLL partition decimal. History - Order the timeline of Anglo Saxon Life. Science - Sort and describe the materials in the tuff spot.</p>	